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BARNARD

Alumnae Magazine

THIS ISSUE:

THE FUTURE OF
WOMEN'S
EDUCATION
by four college
presidents

February

1953



The BARNARD ALUMNAE MAGAZINE

Volume XLII

February 1953

Number 3

People in This Issue:

COVER: Dr. Grayson L. Kirk, acting head of Columbia since Dec. 19, 1950 and now President of the University stands before the library with President of the United States Dwight D. Eisenhower, former Columbia head. Dr. Kirk now becomes a trustee of Barnard as University president. (see p. 7).



RUTH M. BRADSHAW '44 worked with Crippled Children's Services as an occupational therapist in the area of Cerebral Palsy and is now being trained as vocational rehabilitation officer under the California State Department of Education in San Francisco. (see p. 8)

ETHEL LEWIS LAPUYADE '37 was a psychology major at Barnard and did personnel work before her marriage. After her daughter Anne, 6 years, was born, she found herself in the midst of the nursery school world, working as a mother-helper at her child's school. Following courses at San Francisco State College, she worked at the Child Care Center at the College and went on to her present job. (see p. 9)

ELIZABETH OTIS WHITNEY '39, Yonkers public school teacher and mother of Henry, ten, James, nine, and Robert, eight, started a writing career by story-telling to her full house of small fry. Her favorite motto, passed on by a great aunt who lived to be ninety-five, is "Whatever you want done, do it yourself." (see p. 11)

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The Future of Women's Education

Contributors: *LYNN WHITE, Jr., President of Mills College, Calif.; WILLIAM E. STEVENSON, President of Oberlin College, Ohio; C. W. de KIEWIET, President of the University of Rochester and SARAH BLANDING, President of Vassar.*

A welcoming message from President Millicent C. McIntosh of Barnard:

I KNOW I speak for all Barnard alumnae and for everyone at the College when I thank the contributors to this "forum." We are grateful to them for taking time at this busy season to send us comments that are both wise and witty.

In reading these articles, I have been struck by the fact that the same points have been approached from opposite angles. There is no disagreement as to the usefulness of the woman's college, nor the importance of various approaches to education. A radical difference of opinion emerges, however, as to the effectiveness of the different types of colleges represented by these presidents.

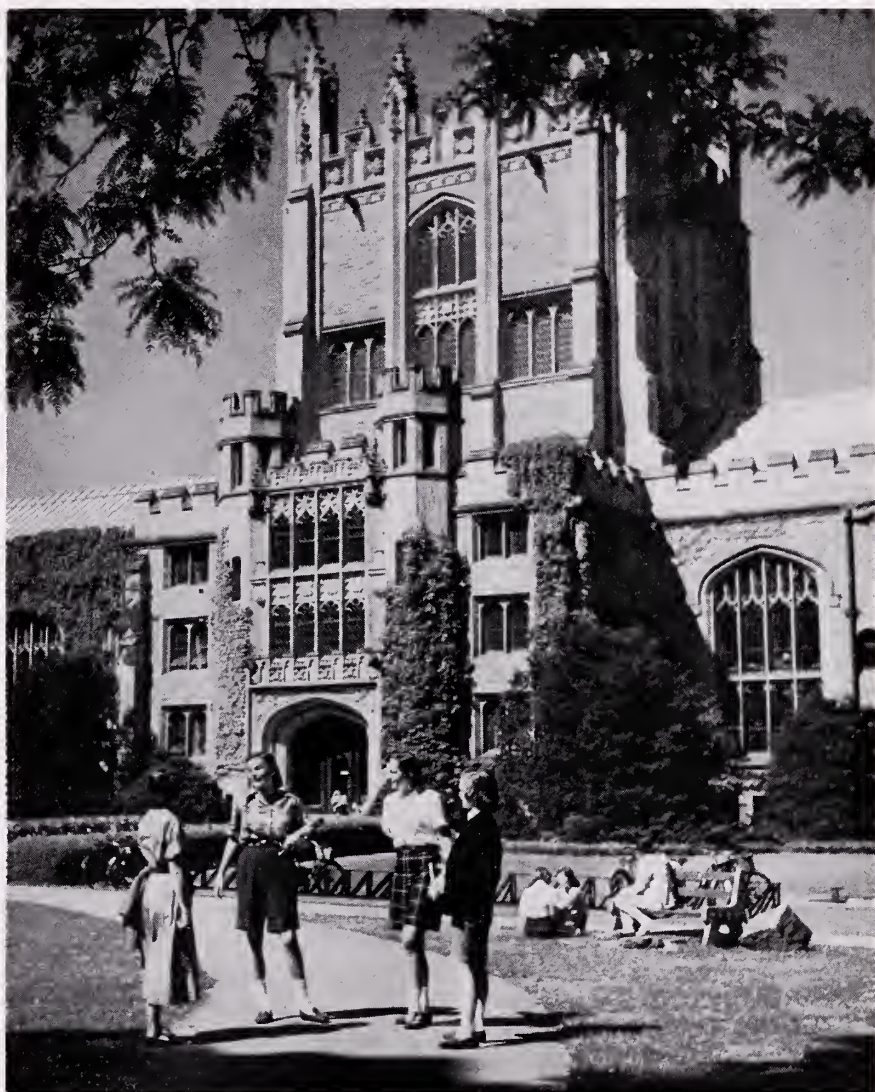
Mr. White of Mills launches with his usual relish into an attack on coeducation. He believes that there is no such thing as true coeducation, since on campuses which pretend to have it, women are definitely second-class citizens. Mr. Stevenson of Oberlin, on the other hand, claims that in a *good* coeducational college, women have an absolutely equal chance with men. Intellectually, Mr. de Kiewiet of Rochester feels that coeducation offers more to women than the separate college can possibly give. Miss Blanding, who has had experience on several coeducational campuses before going to Vassar, believes that a higher quality of academic work is expected and achieved in the college for women. She and Mr. White agree that the best relations between men and women are found on the separate campus.

Barnard readers will be struck as I was by the eloquence with which these articles unconsciously argue the

case for the independent college for women in the university. We are certainly first-class citizens in Columbia, faculty and students alike, when we deserve to be so. We share in intellectual opportunities which are second to none. At the same time, we have the privileges and responsibilities that go with our separate man-

agement and our independent life. These advantages are well known to all Barnard alumnae.

At the same time, we can find many constructive ideas in these articles. For example, we cannot afford to be smug about the status of women at Columbia so long as most graduate faculties have no women voting



Vassar Girls of the 1953 variety in front of the library

members. The relations between Barnard girls and Columbia boys are sometimes close to those deplored by Lynn White, although our more intelligent citizens manage to avoid discriminatory situations. Our students face the complexity of two equal pressures: to high intellectual achievement on the one hand, and to constant social activity on the other, which is made natural by the proximity of men. It takes a cool head to survive both pressures, and I constantly marvel at the number of girls who succeed.

One might mention briefly a point touched on only indirectly by the other articles. The woman's college is especially geared to implant in its students a conviction that they can do something worthwhile. Because the woman is of first importance to her professors, she feels a responsibility to justify their confidence. To inspire students to use their training to achieve good things is after all the primary purpose of education.



A sedate game of croquet at Mills Seminary in the 1880's

Across the mountains women were scarcer, had more power, and used it to penetrate the colleges and universities. In the Middle and Far West coeducation became the dominant and normal pattern. The relatively few women's colleges of the West were founded either (like Mills) in direct imitation of those in New England or else by religious groups with a deep suspicion of sex and a custodial attitude toward young women. Viewed historically, women's colleges, East and West, were founded for the wrong reasons. They are grounded in masculine smugness or in a prurient fear of the hot blood of youth.

Does this mean that we should at once junk our women's colleges and embrace universal coeducation? By no means. The morbid origins of women's colleges are no more related to their present usefulness than (to use the favorite Buddhist metaphor) the lotus blossom is condemned because it is rooted in slime.

Every coeducational college or university in America is a men's institution which permits women to attend if they will keep quiet and stay docile. If any ardent coeducator starts to protest, ask him how many women trustees he has on his Board, what proportion of women there is in the upper ranks of his faculty and administration, and how often a girl gets a top job in extracurricular activities on his campus. And the statistics are merely the pointer read-

ings of an academic atmosphere which with every breath stifles a girl's confidence in her own capacities. Coeducation, which was once hailed by our feminists as the ideal, has turned out to be an extraordinarily successful manly means of keeping women in order and making them like their subjection.

At the present time the women's colleges are the only American campuses where men and women mix and work, dispute and agree on terms of equality; for our better women's colleges have many able men, whereas the coeducational colleges have few women in responsible posts. If we really believe that sex equality is part of the moral law, and that the practice of it brings out the best in both women and men, then our women's colleges furnish the only environment in which the full potentiality of young women can be realized. In such colleges we may gradually build attitudes which will enable women to quit pressing their noses to the plate glass of the men's bars. We may be able to induce the so-called coeducational institutions to see what is involved in true coeducation. We might even propagate the idea that to put a few first-rate women on the faculties of our men's colleges would educate the boys in ways more subtle than the *Harvard Report* ever conceived! Far from being obsolete, the women's colleges have only begun to envisage their mission.



Lynn White, Jr., of Mills

THE most significant thing about the future of women's colleges is that it would never occur to the Harvard or Princeton alumni magazines to run articles on "The Future of Men's Colleges." In our society the virtues of masculinity are axiomatic, built-in. We boys—of any age—are fairly happy about ourselves, and with each other. But the girls aren't, and this discussion is a symptom of it.

In the nineteenth century when American women began to want to go to college, the established institutions of the Northeast were so blissfully male that they could not muster enough Christian charity to admit women. So women's colleges had to be founded, *faute de mieux*.

IN March of 1836 the Faculty of Oberlin College passed a resolution which read in part as follows:

"Resolved That after more than two years experience in the plan of Uniting a male and female department in the same Institute we are amply sustained in the opinion that the mutual influence of the sexes upon each other is decidedly happy in the cultivation of both mind & manners, and that its effect in promoting real virtue and in correcting the irregularities, frivolities & follies common to youth is unquestionably beneficial."

I am confident that the opinion of the present faculty—after almost 120 years of coeducation at Oberlin—is not substantially different, although it would undoubtedly be stated in other words. We believe that coeducation is a success, and that it offers for many women a more satisfactory educational experience than the women's college. This does not mean that we think that *all* women should attend coeducational colleges. Some women, and their parents, will find women's colleges more suitable. It is because of this variety of needs and tastes that the question posed: "Which educational pattern better meets the needs of college girls—women's colleges or coeducational institutions?", sounds so strangely on our ears. Surely no one favors the limited alternatives of a single approach to the education of women.

And surely also everyone is agreed that the task of liberal education today is to educate *people*—not primarily men or women. Liberal education also is not the only desirable educational experience for young people. Some people should, and do, find more narrowly oriented vocational training more rewarding. But there is danger to liberal education if we come to look upon being a woman as a vocation, and under the banner of the liberal arts, propose to train women for such a narrowly conceived role in life.

It is sometimes argued that the presence of men in the same classroom is disruptive to the educational development of women. For some girls this is undoubtedly true. A women's campus may be the best refuge for some of these. Others will find the acquisition of a more matter-of-fact reaction to the presence



President and Mrs. William E. Stevenson at home

of men a desirable personal achievement, and the coeducational campus a propitious environment for such a development. Still others will find a campus with its own well-balanced social life less disruptive than a campus from which there is a social hegira each week end, or an invasion of males from accessible men's campuses. I know of no evidence to show that the graduates of women's colleges are better prepared for graduate or professional work than the graduates of the better coeducational college. Nor do marriage and divorce statistics show that they make better adjustments in an important area of life.

The complaint is sometimes made

that on coeducational campuses women are treated as second-class citizens in a man's world, taught an educational fare designed for men, and doomed to play a subordinate role in the college community. I do not think that this is true of the good coeducational college. Our women are as well adjusted scholastically as the men, and develop just as freely. For the last two years young women have held the top post in our structure of student government, and this has been taken pretty much as a matter of course.

However diverse our methods, it seems to me that the aims of liberal arts colleges are pretty much the same. We are interested in the prob-



Oberlin College students on Tappan Square on campus

lems of training people in the methods of thinking and in the use of the main tools of thought, in guiding students in the integration of knowledge and establishing in them the habit of continuous scholarly growth. But we also want to develop their social resourcefulness and to prepare them for intelligent and effective participation in the life of the family, community, and the nation. In these last respects, especially, those of us engaged in coeducation believe that this approach offers particularly outstanding opportunities both for us as teachers and for our students—men and women alike—as *people*.



C. W. de Kiewiet of Rochester U.

THIS is a period in our national history when we must increasingly call upon people, not in terms of their numbers, but in terms of their technical skill and ability. All of our human resources must be wisely used. In this sense it may be said that the women of the nation represent an underdeveloped national resource. These critical times compel the utilization of their mental and physical resources. The fuller autonomy of woman as a human being, her greater mobility in the world of action, easier and more complete access to the whole range of educational opportunity—these achievements should be wisely and planfully sought if we as a nation are to bear up under our historic load.

Perhaps this is one major act of emancipation yet to be completed in our society. We must examine with a fresh and urgent strenuousness whether the secondariness of woman is inexorably dictated by her physiology and the deepest social necessities, or whether we must not untie the bonds that tradition has placed upon her in order that she may emerge more freely into the world of thought, of decision, and of action.

It is for these reasons, and because of the circumstances that existed at the University of Rochester that it was recently decided that the College for Women should be merged with the College for Men to create a coeducational College of Arts and Science. In no other way could we offer to women the finest opportunities for the fulfillment of the responsibilities that will come to them.

In undertaking a coeducational program, the University of Rochester will continue to recognize the real educational values particular to women. These special values and needs will always be met in responsible institutions whether they be for women alone or for students of both sexes. However, it is our conviction that the coeducational environment provides the greatest opportunity for the realization of a student's valid educational objectives as a member of one sex while, at the same time, offering a special advantage in that it makes possible the development of that mutual respect and the acquisition of those skills and attitudes that men and women must possess in order that they may work, associate, and achieve together throughout their lives in society.

YOU have asked me what educational pattern best meets the needs of college women. I definitely cannot make a categorical reply, "*This* type of education for women is *best*," although in my opinion the atmosphere of the small residential woman's college is well suited to the sound educational development of a majority of young women.

My own experience as an educator at the University of Kentucky, Cornell, and now at Vassar convinces me that coeducational institutions are right for some, the separate woman's college right for others. The reason for this is that education is concerned with the development of the individual and, as we all know, there is an infinite variety of individuals. Teachers, guidance officers, parents and friends have all a responsibility to help the particular individual find the right place for her education. That the young person herself should have a good deal to say about the college of her choice goes without saying.

I learned when at large coeducational universities that the problems



Sarah Blanding of Vassar

of adjustment of men and women to each other are not automatically solved by bringing them together on the same campus, and that often the women in greatest need of social adjustment were particularly handicapped in this environment. At Vassar we too have problems in effecting normal relationships between men and women but we do not lack men on the campus as some seem to think. True, the occasions are mostly social, although more men visit classes and participate than is generally known. While I have neither statistics nor reliable data with which to prove the statement, I am absolutely sure that the quality of work demanded by the well-established women's colleges exceeds that done by the majority of women on coeducational campuses. In this age when anti-intellectualism is far too prevalent, is there anything more important than helping young women to measure up to whatever ability they have to think straight on problems that confront us. To repeat, the woman's college is right for many types of women.

I am definitely not gifted with prophetic vision and do not know what the future holds for women's colleges. Certainly there has been a strong trend towards coeducation and it is twenty-five years since any new man's or woman's college of national standing came into being. I recognize that trend, but I also think that the well-established men's and women's colleges will continue. As always, finances are a central consideration and the independent woman's college, for instance, must depend heavily upon alumnae for support. Where attachment to a college is strong and there is confidence in the record of achievement, the urge to maintain the separate existence and individuality of the women's colleges will mean, I feel sure, their continuance for more than the next half-century.

American Civilization

by MYRA KOH SOBEL '50

A GLANCE at the Barnard catalogue description and conversations with enthusiastic participating faculty members are assurances that the newly reorganized American Civilization Program is going to be an academic success and a unique public-service achievement.

The requirements and the proposed major seminars for the Program made undergraduate news last fall, when this "area" study was inaugurated under the extremely able direction of Professor Basil Rauch, chairman of the history department. Now the big news for the entire Barnard community is the outstanding series of lectures being offered this spring to undergraduates, alumnae and parents. (See inside back cover.)

Scholars most representative of the many facets under the American Civilization heading have been invited to speak to the senior majors, as part of their group seminar. Arthur Schlesinger, Jr., David Reisman, and Elizabeth Bowen are among the specialists who, after presenting written essays to the College, will speak at evening sessions and meet in conference with students whose concentration of courses coincides with their fields. For a five-dollar fee, alumnae and parents will be admitted to the series, and reading lists and discussion groups will be available to them.

This seminar plan is one of several exciting innovations which characterize the Program. Professor Rauch, under a grant from the Social Science Research Council, spent several months examining the most successful undergraduate American Studies programs. Working closely with in-

terested members of the faculty, he has drafted a two-fold course of study which promises the Barnard major a knowledge of American Civilization *in depth*. The requirements for majoring are rigorous: candidates must have comparable background in socio-institutional subjects (i.e., history, geography, anthropology) and cultural subjects (i.e., philosophy, religion, literature). The summer preceding the junior year is spent in company of an extensive reading list, prepared in co-operation with the Barnard subject departments. Books listed are those considered by the departments to be the most important in the specific fields. (See below.)

The schedule of required reading is planned to augment the student's knowledge *in breadth*. The students must read in the subjects they have not studied during their freshman and sophomore years. Then, as juniors, they approach the major "readings course" with similar backgrounds, a familiarity with sources, and a developing interest in all aspects of American Civilization. (One suspects from a look at the impressive list—Benedict, Veblen, Parrington, De Tocqueville, etc.—that the American Civilization major has also done core reading for several other majors as well.)

The senior seminar plan is one which has been tested the last few years with history majors specializing in American Studies. Each group decided on an annual theme—for instance, "The Struggle for Individual Liberties." Then the students set out to find original documents in the American field which illustrate the theme. Concise, informative editorial

notes were prepared to accompany each document and, at the end of the year, each seminar had collected an illuminating selection of significant ideas and materials.

This is the basic structure of the Program. On it is being built a course of study which promises to be rewarding for everyone connected with the College. The enthusiasm of the faculty is an indication of its value. This year the American Civilization Program is guided by a committee composed of Professor Rauch, Professor Gertrude Rich '27 of the Philosophy Department, and Professor John A. Kouwenhoven of the English Department. Annette Kar '47, after doing research at Cornell and graduate work in the field at Smith, Radcliffe and Brown, has come back to Barnard as a fulltime lecturer in American Civilization. She is helping the new majors and teaching the vital junior readings course. Miss Kar and Professor Rauch have voiced some of the reasons why the Program is getting full faculty support. The lack of prepared texts and materials makes each course a challenge: a learning period for teacher and student.

It is apparent that the constant research that must be done and the scholars who must be brought to the College will require increased subsidies for this "area" study. A grant of \$75,000 from the Carnegie Corporation of New York, to aid in its support, will help the American Civilization Program get launched this year. Alumnae support of the lecture series will be a salute to a forward-looking program of new ideas and new methods of teaching developed by the College.

Reading List

ANTHROPOLOGY

1. GENERAL BOOKS: (select one)
Kluckhohn, Clyde. *Mirror for Man*. New York, Whittlesey House, 1949.
Benedict, Ruth. *Patterns of Culture*. (Pocket Book).
2. PRIMITIVE ART: (select one)
Boas, Franz. *Primitive Art*. Cambridge, Mass., Harvard University Press, 1927.
Inverarity, Robert B. *Art of the Northwest Coast Indians*. Berkeley, Calif., University of California Press, 1950.
Wingert, Paul. *The Sculpture of Negro Africa*. New York,

Columbia University Press, 1950.

3. RELIGION AND PHILOSOPHY: (select one)
Radin, Paul. *Primitive Man as Philosopher*. New York and London, D. Appleton and Company, 1927.

ECONOMICS

1. Dewhurst, J. F. and associates. *America's Needs and Resources*. New York, Twentieth Century Fund, 1947.
2. Buchanan, Norman, and Lutz, Friedrich. *Rebuilding the World Economy*. New York, Twentieth Century Fund, 1947.

3. Dorfman, Joseph. *Economic Mind in American Civilization*. New York, Viking Press, 1946-1949. 3 Vols.,
OR

3. Dorfman, Joseph. *Thorstein Veblen and His America*. New York, Viking Press, 1934.

FINE ARTS

1. Baker, Virgil. *American Painting, History and Interpretation*. New York, Macmillan, 1950.
2. Larkin, Oliver W. *Art and Life in America*. New York, Rinehart Co., 1949.
3. Baur, John I. *Revolution and Tradition in Modern American Art*. Cambridge, Mass., Harvard University Press, 1951.

GEOGRAPHY

For the Junior Year:

1. Smith, J. Russell, and Phillips, M. Ogden. *North America*. 1008 pp. New York, Harcourt, Brace, 1940.
2. Brown, Ralph H. *Historical Geography of the United States*. 596 pp. New York, Harcourt, Brace, 1948.

For the Senior Summer Reading:

3. Whitaker, J. Russell, and Ackerman, Edward A. *American Resources*. 497 pp. New York, Harcourt, Brace, 1951.

GOVERNMENT

1. John Jay, James Madison and Alexander Hamilton, *The Federalist Papers*. Any Edition.
2. Select one:
De Tocqueville, Alexis. *Democracy in America*. Any edition. Beveridge, Albert J. *Abraham Lincoln, 1809-1858*. Boston and New York, Houghton Mifflin Co., 1928.
Bryce, James. *The American Commonwealth*. New York, Macmillan Co., 1912.
3. Select one:
Riordan, William L. *Plunkitt of Tammany Hall*. New York, A. A. Knopf, 1948.
Kent, Frank R. *The Great Game of Politics*. Garden City, New York, Doubleday, Page and Co., 1923.
Brogan, Denis W. *Government of the People; a Study in the American Political System*. New York, Harper and Brothers, 1933.

LITERATURE

1. Parrington, Vernon L. *Main Currents in American Thought*. New York, Harcourt, Brace and Co., 1927-1930. Vol. 1 or Vol. 2.
2. Select one:
Matthiessen, Francis Otto. *American Renaissance; Art and Expression in the Age of Emerson and Whitman*. London, New York, Oxford University Press, 1949.
Matthiessen, Francis O. *The James Family*. New York, A. A. Knopf, 1947.
3. DeVoto, Bernard A. *Mark Twain's America*. Boston, Little, Brown, and Co., 1932.

PHILOSOPHY

Select one group:

- I. 1. Perry, Ralph B. *Puritanism and Democracy*. New York, Vanguard Press, 1944.
2. Matthiessen, F. O. *The James Family*. New York, A. A. Knopf, 1947.
3. Select one:
James, William. *Essays on Faith and Morals*. New York, London, Longmans, Green and Co., 1943.
Royce, Josiah. *The Philosophy of Loyalty*. New York, Macmillan, 1908.
- II. 1. Miller, Perry. *The New England Mind*. New York, Macmillan, 1939.
2. Perry, Ralph B. *The Thought and Character of William James*. Cambridge, Mass., Harvard University Press, 1948.
3. Royce, Josiah. *The Philosophy of Loyalty*. New York, Macmillan, 1908.

In either of the above lists, Royce may be omitted, and Whitehead's "Science and the Modern World" substituted.

- III. 1. Perry, Ralph B. *Puritanism and Democracy*. New York, Vanguard Press, 1944.
2. Rusk, Ralph. *The Life of Ralph Waldo Emerson*. New York, C. Scribner's Sons, 1949.
3. Fisch, Max H., ed. *Classic American Philosophers; Selections From James, Royce, and Dewey*. New York, Appleton-Century-Crofts, 1951.

PSYCHOLOGY

1. Pressey, Sidney L.; Janney, J. Elliott; and Kuhlen, Raymond G. *Life; A Psychological Survey*. New York and London, Harper and Brothers, 1939. 654 pp.
2. McKinney, Fred. *Psychology of Personal Adjustment*. 2nd Edition. New York, John Wiley and Sons, Inc., 1949. 752 pp.
3. Dollard, John; Miller, Neal; Doob, Leonard; Mowrer, O. H.; and Sears, Robert R. *Frustration and Aggression*. Institute of Human Relations, Yale University Press, New Haven, 1939. 209 pp.

RELIGION

1. Dodd, C. H. *The Bible Today*. Cambridge, England, University Press, 1946.
2. Tawney, R. H. *Religion and the Rise of Capitalism*. New York, Harcourt, Brace and Co., 1926, 1937.
3. Sweet, W. W. *The Story of Religion in America*. New York and London, Harper and Brothers, 1939.

SOCIOLOGY

1. Williams, Robin M. *American Society*. New York, A. A. Knopf, 1951.
2. MacIver, R. M. and Page, Charles H. *Society, an Introductory Analysis*. New York, Rinehart and Co., 1949.
3. Herman, Abbott P. *An Approach to Social Problems*. Boston, Ginn and Company, 1949.



Richard Rodgers and Dean Cronkhite are New Trustees

COMPOSER Richard Rodgers and Dean Bernice Cronkhite of Radcliffe College have been elected members of the Board of Trustees of Barnard. Both will serve for seven-year terms. Their election brings the Board's membership to twenty-five.

Mr. Rodgers, composer of such hit shows as "South Pacific," "The King and I," "Pal Joey," and "Oklahoma!," is an alumnus of

Columbia University where he was a member of the class of 1923. While a freshman at Columbia, he made the acquaintance of Lorenz Hart and together they wrote the Columbia varsity show of 1918, "Ely with Me." From this friendship grew the famous team of Rodgers and Hart. Between 1925 and 1943, the year of Lorenz Hart's death, they collaborated on 29 musicals and supplied scores for 13 movies. Mr.

Rodgers joined with Oscar Hammerstein II ten years ago, collaborating on "Oklahoma!", "Carousel," "State Fair," "Allegro," "South Pacific" and "The King and I."

Dr. Cronkhite has been dean of the Graduate School at Radcliffe College since 1934 and vice-president of Radcliffe since 1923. She is the Radcliffe representative on the Administrative Board of the Harvard Graduate School and the Harvard Administrative Board handling joint degree of Master of Arts in Teaching. She was treasurer of the International Federation of University Women from 1927-35.

Thank Mrs. Lamont

PRESIDENTS of Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar and Wellesley who received bequests totaling \$2,950,000 through the will of Mrs. Thomas W. Lamont, who died in New York City December 29, issued a joint statement expressing their appreciation of Mrs. Lamont's confidence in the work of the independent college for women.

Columbia Names Kirk As 14th President



DR. GRAYSON L. Kirk, acting head of Columbia since 1950, has been named the fourteenth president of the University succeeding President of the United States Dwight D. Eisenhower.

Kirk, forty-nine-year old former professor of international relations,

was in charge of Columbia's affairs when President Eisenhower took an indefinite leave of absence as president of the university to become Supreme Commander of the North Atlantic Treaty Organization military forces.

Kirk is a well known authority on international relations and government. In 1944 he was a member of the United States delegation staff at the Dumbarton Oaks Conversations. In 1945, at the San Francisco Conference, he was executive office of the Third Commission, which established the Security Council when the United Nations came into being.

Recently Kirk has toured six European capitals, meeting with cultural leaders of Western Europe to discuss cooperative efforts between Columbia and major European institutions in connection with the University's 200th anniversary celebration in 1954.

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Re-Birth For Cerebral Palsied

by

RUTH M. BRADSHAW '44

Registered Occupational Therapist

THE Chandler Tripp School in San Jose, Calif. is a special school. Its student body doesn't swarm out at recess running helter-skelter to the winds. Housed in an attractive modern building, one notices entrance ramps built for wheelchair cases and crutch walkers.

There are extra wide doorways without sills, many full length mirrors for particular therapy and metal bars for support in some of the rooms.

Here is a school specially constructed to aid in a broad program of re-birth for the cerebral palsied children of California.

Perhaps sketching a child's day would high-light the program. Jean, a ten-year-old athetoid child with a partial hearing impairment is met at her home by the bus at eight o'clock. Wearing her long-leg braces, which help reduce the excess motion of her type of cerebral palsy, she climbs slowly into the station wagon. Although Jean and her companions are limited in their methods of exploration, they reflect a healthy interest in the world around them.

Jean's day is planned so that she spends the morning in her ungraded classroom, where she was placed for age as well as scholastic level. At noon, after a hot lunch, her class has a free play session on the playground where, if the children elect, they may play conventional team games that have been modified to the point of practical performance for handicapped children. In this manner they are acquiring the habits and conversation of children with normal opportunities and experiences.

At one o'clock Jean spends a half hour in speech therapy where she is learning lip reading to compensate for her hearing loss. Directly from speech Jean spends another half hour in physical therapy where coordination exercises in gait training, one of her most important current needs, is stressed. Jean next spends a half



California school for cerebral palsied children

hour back in her classroom where she receives almost individual tutoring in reading since her sense of spatial relationships is impaired. The last session of her day Jean goes to occupational therapy. Because she has considerable involvement in her arms she is undergoing intensive training in basic skills of daily living such as eating, where she requires a spoon with a built-up handle for better grasp, and an extra heavy cup for stability, dressing, (buttons are a problem, as are bows), and writing, which she does with a weighted pencil and extra sized paper until she is able to gain smoother control. It is in occupational therapy, particularly, that Jean's work habits and skills are noted as guides in possible future vocational planning. With cerebral palsied children, one must think far ahead, and patiently accept slow results.

Testing, to evaluate and meet the needs of the child is a multi-disciplinary approach. I.Q. tests, although still inadequate with children who may not have normal sensory equipment, or motor performance, are administered. The results are considered in the light of the child's development over an extensive trial period. Tests of skill in performing fundamental daily living tasks such as eating, communication, dressing, and locomotion supplement the muscle testing program.

As with many such programs, this is the result of combined effort. Parent groups were strong lobbyists in creating the impetus for the special legislation necessary to bring the program into being.

To meet the total needs of the child, an experiment in partnership

was necessary. There are both educational and medical demands with a handicapped child. It has meant incorporating medical techniques in the educational environment. The Department of Education provides the physical equipment, the educational, matron and custodial staff. The Department of Health, Bureau of Crippled Children's Services, supplies the medical supervision, as well as the occupational and physical therapists who carry on the physical restoration aspects. There are a number of private agencies which have, and are, contributing to the program. Among them, and one vigorous in its championship in the pilot stage, is the California Society for Crippled Children and Adults (the Easter Seal Agency).

The aim of the program is state-wide coverage, established on a population basis. At present there are facilities in nearly all counties. The medical staff works closely through the local county health department. On a consultant basis the state departments provide personnel for such diverse aspects of the program as the medical, educational, therapeutic, and public health specialties.

But, what is cerebral palsy, that such a complex program is required? Everyone is becoming increasingly aware today, as the result of growing publicity. However, simply stated, it is a condition arising from various causes which results in damage to the motor area of the brain. At the same time, there may also be damage to the areas controlling sensation, emotion, and/or intelligence. Medically, it is usually a multiple handicap, requiring patient, complex treatment.

Why A Nursery School?



Left: "A Trip to the Dentist"—Right: "Painting With Water"

by *ETHEL LEWIS LAPUYADE '37*

I BEGAN my orientation in child development like most mothers do by reading before my daughter Anne was born six years ago. It was fostered during her first year and a half by discussions with a few of the neighborhood mothers in San Francisco who had a similar interest and point of view. Then the nursery school idea really moved in! Neighbors on either side of me were full of information on the subject and very enthusiastic. By the time my daughter was twenty months old, I had put her on the waiting list of a highly-recommended cooperative school, the Presidio Hill Nursery School, and I started going to educational meetings there.

The setup of our cooperative was different from the kind many of us know, with every mother participating once each week. A mother could work out necessary scholarship help

to the extent that the school needed her. Anne entered at twenty-six months, and I started working six weeks later, after attending orientation classes. I was soon working two days a week, then three, and eventually four and sometimes five. It was fun working my child's way through nursery school and a highly valuable education for me.

The school I now teach in, Peninsula School in Menlo Park, is very similar in philosophy and in its cooperative structure to the one in which my daughter and I attended in San Francisco, although its semi-rural physical setup is a wonderful contrast to the cramped quarters we cherished so in the city.

So much goes into meeting the needs of the pre-school child that the cost is of necessity high in money, time, and energy, but as one mother put it, "We may not be able to give

him graduate work later on, but this is something we feel he needs right now. The investment should be at least as valuable at this end." Those of us at "this end" have faith that what we are doing today will make for happier lives for our children throughout all of their years. We are always hoping to help form attitudes which make life freer for greater and more continual learning. However, our emphasis is not on preparation for *adulthood*, but preparation for tomorrow's happiness and that of the next day, the next week, the next year. It is a slow, gradual, growing thing. In order to achieve this aim we use many things and keep them scaled to size, so the child has a place to spend some of his time which has been planned solely for him and his peers. Sufficient space indoors and out, plenty of climbing equipment and wheel toys, easels and finger paints, clay, dough, sand and water, materials for dramatic play (doll-corner equipment, dress up clothes, boxes, crates, etc.), puzzles, pegs and other small table equipment.

And most important plenty of teachers, because the ratio cannot safely be less than one adult to ten children and is better if there are only seven or eight children under each teacher's supervision, especially at the earlier ages of two to four years.

People often ask what nursery school teachers *do*. At this level it is more essential that we know what they are like. A good nursery school teacher must certainly be flexible but



Left: "Watching a gopher" (Blonde boy, third from left, is son of Ruth Thompson Scollay '34) Right: "Climbing bars become a hay wagon"

she needs an underlying sense of security, organization, alertness, and, of course, a deep sense of responsibility. From minute to minute, she knows what all the children she is supervising are doing and hopes to have more than an inkling of what is going on inside. However, at the same time, she is unhurried, not fussy, pleasant without being sugary, affectionate yet objective, and, we hope, happy with her group, her children's families, and with herself.

Teacher-child relationships have a very warm, intimate quality which bridges the gap between home and school, another aim of nursery school. However, the teacher needs to be a keen observer, a good parent counselor, and a person who can work closely with other adults, since she is always sharing her job with other teachers, mother-helpers or other assistants.

Use of equipment plus the guidance given by the teachers shape the program to meet the needs of the children. In addition to thinking in terms of child development, enriching the program with creative activities and planning the day to include a healthy balance of quiet and lively activities, we need to know everything possible about each child and his family before formulating a good program. The daily schedule is merely an outline of how the group spends its day. Routines are a necessary part of life. We want to treat them in such a way that the children do not learn to hate them. That is the crux of perhaps our greatest aim; in regard to any material or idea, we are always hoping that we do not build up attitudes which interfere with real learning.

It would be impossible to achieve any of our aims without being progressive and experimental. There is so much challenge in each day's work in a good nursery school, in each parent meeting or individual conference, in each staff meeting, in each visit to another school that we still regard it as a pioneering field. Parents who often make a considerable personal effort to send their children to nursery school foster this feeling and do much of the missionary work. Those of us who are in the field feel that we are making a contribution in the area of human relations and hope that it can be magnified many times in the future.



Barnardites forget about Old Man Winter at annual Water Ballet

Exhibit of Spanish Paintings Aids Scholarship Fund

AN EXHIBITION of contemporary Spanish paintings sponsored by the Spanish department of Barnard at the Schaeffer Galleries, 52 East 58th Street, began on Monday, January 19, and by special demand will be held over until Saturday, February 4.

The exhibition was planned to demonstrate the cultural contribution of Spain to the arts today, and to help in establishing a scholarship fund for Spanish girls at Barnard. The paintings were loaned to Barnard from private collections.

Centering about works of Juan Gris, Pablo Picasso, Joan Miro, and Salvador Dali, the exhibition includes paintings by a group of Spanish artists now working in New York: Joan Junyer, Esteban Vicente, Julio de Diego, Luis Quintanilla, Esteban Frances, and Jose Guerrero. Sculptures by Jose de Creeft and drawings by the poet, Federico Garcia-Lorca, also are being shown.

James Johnson Sweeney, director of the Solomon R. Guggenheim Museum, and Jose Luis Sert, architect, served as consultants in the selection of the paintings.

Many of the paintings included in the exhibit are rarely shown publicly,

according to Mrs. Francisco Garcia-Lorca, chairman of the exhibition and a member of the Spanish department at Barnard.

"In addition," she said, "New Yorkers have never before had an opportunity to see together works by all of the painters represented."

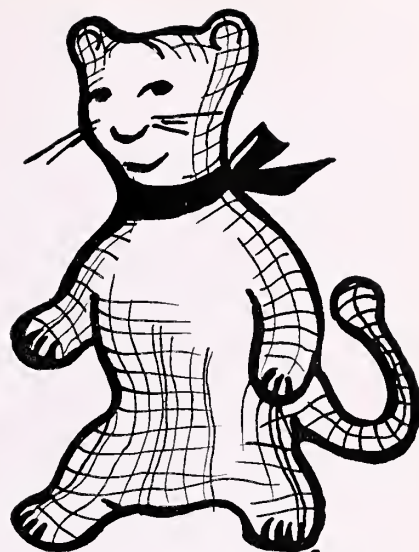
Paintings for the exhibition were loaned to Barnard by Mrs. W. Murray Crane, Mrs. Hildegard Helm, Mr. and Mrs. A. L. Hillman, Mrs. Alexina Matisse, Pierre Matisse, Mrs. Alma Morgenthau, Mr. and Mrs. Bernard Reis, Mr. and Mrs. Jose Luis Sert, James Thrall Soby, James Johnson Sweeney, Curt Valentin, and others.

Serving with Mrs. Garcia-Lorca on the exhibition committee were: Mrs. Angel Del Rio, chairman of the Barnard Spanish department; Florence Mackie Brecht '39, director of the Barnard Fund; Mr. and Mrs. H. S. Schaeffer, owners of the Schaeffer Galleries and parents of Cornelia Schaeffer '52; and Mrs. William Michelfelder, director of the Barnard News Bureau.

The Schaeffer Galleries are open from 10 A.M. to 6 P.M. and all Barnard alumnae are especially invited to attend.

The Cat That Saved Christmas

by ELIZABETH OTIS WHITNEY '39



"Turpentine" *Sea*

MOST parents find it necessary, at one time or another, to add the art of storytelling to the multitude of qualifications falling under the heading, "How to Try to be an Adequate Parent." In my own experience, that time coincided with the discovery that the oleum percomorphum slipped down my three boys' throats much easier when some tidbits of family folklore was offered as its apéritif.

Like many children they delighted most of all in stories of what Mother had done in her "youth." As we progressed to Pabulum and on to liver soup, the "folklore" kept pace. In the lamb chop stage, we began to include stories of the boys' own experiences. Titles such as "The Dreadful Day when Bobby Fell into a Pail of Boiling Water" or "The Time that Hank Broke All of a Neighbor's Garage Windows" may not be appealing to a publisher but they made fine entertainment for my small fry. We started our own "library." I printed the stories, the boys illustrated them with stick figures, and we bound them with oak tag. All of this was nurture for my own unflagging desire to put pen to paper.

Temperature Dropping Fast

The Cat that Saved Christmas was written because our furnace broke down. One cold Friday afternoon in December I came home from teaching to find that the Rube Goldberg invention in our basement had puffed its last blast of hot air. No heating engineer would come out until Monday morning. The temperature was dropping fast. The boys and I sat in a mournful circle trying to decide what to do. Should we drive the hundred miles to Grandmother's warm house? Would any of our friends be kind enough to put us up? As we

sat deliberating, in walked our calico cat.

My boys had always maintained that Turpentine, as we had christened her, had occult powers. Perhaps this assertion stemmed from the fact that when a kitten she had an unexpected collision with a swinging door and had blacked out. We revived her with Spirits of Ammonia and ever since her return from the grave our attachment to her had been a close one. Turpentine allowed herself to be dressed in doll's clothes with a minimum of scratching. She presented us with a beautiful kitten on the Fourth of July, and she was a nurse par excellence. She would sit for hours with a virus victim. The boys insisted that Turpentine "talked" to them whenever they were ill.

"Are Cats Materialists?"

This particular afternoon, Turpentine's sensitivities must have been unusually acute. She stopped short in the doorway and looked slowly around the room, like an actress making an entrance. Our faces must have told her that something was wrong. She started around the room, jumping from one lap to another, putting her face against each of ours, and purring inquiringly. Her behavior roused me from my own self-pity.

"And they say cats are materialists," I said to myself. "Not this one! It makes no difference to her that the house is freezing. She's with her family and that's all that matters. I'd better take my cue from her." Then I said to the boys, "Let's write a story about Turpentine. We'll make it a Christmas story." So we turned on the oven, brought an old kerosene stove up from the basement and settled in. *The Cat that Saved Christ-*

mas came out of that weekend. The story tided us over a family crisis and was to provide pleasure for other families.

Writing is one of the best investments that the English major turned housewife can have against the feeling that her college career has been sacrificed to the exigencies of home-making. She may never become a professional, or reach a "slick" magazine audience, yet there are community affairs which her aptitude may make more provocative. Most important of all is to keep writing.

Families make fine copy. Currently we have a Puppet Club meeting in our attic, a laboratory in the basement and a football field in the back yard. I'm being persuaded into adopting a dog. With such impetus, writing is "a natural."

Advice from Professional

If one aims to be a professional, the best advice I know of was that which Dorothy Canfield Fisher gave me. Mrs. Fisher, whom I have never met, but with whom I have carried on a spasmodic correspondence since my high school days, wrote to congratulate me when I told her that finally I was about to break into print. Then she went on to say, "I admire your being willing to start in this small way with your professional authorship. So many beginning authors want to go too quickly, and refuse the step-by-step method of becoming a professional writer, which is the only one possible, as in becoming a professional worker in any other field."

A COLLEGE curriculum is sensitive to diverse factors. Barnard's curriculum has been shaped by entrance requirements, the demands of the college community, the college's position in the university, and the changing accents of social and educational standards.

The sixty-three years of Barnard curricular history can be divided into four periods: (1) 1889-1900, when Barnard duplicated courses offered at Columbia College; (2) 1900-1926, when Barnard, under a separate faculty, more or less paralleled the Columbia curriculum; (3) 1926-1949, when the faculty formulated a Barnard curriculum different from the Columbia approach; (4) 1949 to the present, when the faculty, restated more stringently the principles of the 25 year old curriculum and introduced a "new" one.

The College in 1889 offered its first 19 students only six courses: English, Greek, Latin, mathematics, French, and German—five of which were prescribed. The only choice was between French and German.

In 1900 Barnard was officially recognized as the women's undergraduate school of Columbia University, with its own faculty and financial structure. The turn of the century marked the decline of the classical languages as Greek disappeared as a prescribed entrance subject.

In 1906 Barnard diverged from the Columbia program and offered a degree of Bachelor of Science to provide for those students who wanted "a liberal education based on science rather than one on a rigidly classical type."

The prescribed requirements in 1917 were two years of English, one year each of history, mathematics, philosophy and economics with one year of either Greek or Latin and a two year science requirement. There was an eighteen point major to be satisfied and the foreign language requirement to be fulfilled before the end of the junior year by an oral test in both French and German.

In 1918 the curriculum was revised and the classical language element of the preceding years was subtly abolished. Six points of Latin or Greek language, or classical literature *in translation*, classical civilization, ancient history or philosophy

were accepted. The foreign language requirement could be satisfied by a knowledge of *either* French or German. The science requirement was reduced to a one year laboratory science. A zoology course, forerunner of the present Modern Living course was introduced. The points for the major were increased to 24 and there was a minor of twelve points.

In 1921 the Honors course was introduced "to enable specially qualified and gifted students to substitute for the usual system of points a course of study in a single subject or in a number of related subjects, these students not to be exempt from the major or the language requirement." Students who subscribed to the Honors course, usually in the junior year, were required to take a comprehensive examination before graduation. This was dropped in 1940. English majors were also required to take comprehensives during the 1930's.

By 1947 each senior was required to take a comprehensive in her major field in order to "test the candidate's command of the subject . . . as a unified and coherent whole."

In 1926 what is now known as the "old" curriculum, was introduced. There were few specific courses: one year of English, one year of oral English, $\frac{1}{2}$ year of hygiene and physical education. The student had to demonstrate ability to read with ease either French, German, Greek, Latin, Spanish or Italian. All other work was elective but had to include a major of 28 points and 14 points from each of two of the following groups, other than that in which the major was chosen: languages, literature and other fine arts; mathematics and the natural sciences and social sciences.

In 1946 the catalogue stated: "the faculty does not believe that any one curriculum is best for all students. The requirements for the degree constitute an elastic framework within which a great variety of curriculums can be planned, under the guidance of the different departments or interdepartmental com-

Requirements

a
brief
history



mittees, adapted to the aptitude and interests of many types of students. . . . The College believes that every candidate for the degree should have enough general education to give her some knowledge of the nature of the main fields of human thought. . . . As the group requirement is designed to distribute the student's work to some extent in the different fields of knowledge and thus prevent undue specialization, so the major requirement is designed to prevent undue scattering by requiring that every candidate for the degree must concentrate her work sufficiently to gain a fairly thorough knowledge of one subject."

In 1949 the faculty introduced the "new" curriculum. It retains the three subject divisions of literature, natural and social sciences of the "old" curriculum yet it is more restrictive, specifying courses which would satisfy definite requirements. The "new" curriculum provides for one year of English, elimination of the oral English course, with substitution of Modern Living for the hygiene course, physical education, two full year courses in the humanities, literature fine arts, music, philosophy and religion, one of which must be a literature course studied in the language in which it was written, ability to read a foreign language with ease and one full-year course in a second foreign language, if the student has not had the equivalent in high school.

Other requirements are one year in either European or American history, one year in contemporary society which can be satisfied by certain courses in economics, government sociology, geography and others; 2 full-year courses in the natural sciences, one in the biological, the other in the physical sci-

or the Degree



by
TOBI
BROWN '55

ences, one of which must be a laboratory science; and a major of 28 points.

There are two reasons for the introduction of these specific requirements. Primarily, as concerns the mechanics of the "old" curriculum, the vagueness and freedom of the group requirements allowed students to offer courses unrelated to the group requirement for the fulfillment of same. This abuse was commonly indulged in with the natural sciences where anthropology, a social science, was offered as a natural science. Secondly, the College, as were most colleges after World War II was trying to determine a common bond between students so that an A.B. degree for one thousand students might imply that certain basic areas of knowledge had been studied by all.

Aiding the college in formulating curriculum is the undergraduate curriculum committee, established during World War I. Currently headed by Seal Enders '53, the committee meets weekly and is composed of ten members, three each from the senior and junior classes, two sophomores, and one freshman. The students meet once during the year with the faculty committee on instruction, composed of nine members including the chairman, Associate Dean Thomas P. Peardon, and two *ex officio* members, Associate Dean Lorna McGuire and Margaret Giddings '18 the registrar. Its members represent the principal fields of study at Barnard.

The student committee has influenced the mechanical aspect of the curriculum in several ways. Within the last few years, evaluation sheets have been circulated by professors at the end of the semester with detailed questions pertaining to

the course. Helpful suggestions and criticisms are utilized in succeeding years. The curriculum committee was also instrumental in eliminating the post-final "morgue."

In 1950 the custom of posting grades in the basement at the end of finals, where the students were identified by names, was abolished. Mid-year of 1951 saw the computation of pluses and minuses in student averages. Before the B+ and B- were both equal to a B. Decimal equivalents of the plus and minus are +0.3 and -0.3 on a grading system of 4 for A and 0 for F. Thus a B+ is 3.3 and A- is 3.7.

In recent years, there has been much student interest in the Humanities program which was introduced at Columbia College in 1937. This is a two-year sequence, the first year of which is devoted to great works of literature and the second year is divided into fine arts and music. The student curriculum committee, in a report last year, labeled the Columbia course as "a broad survey . . . too superficial for our purpose." Miss Enders reechoed this thought by claiming that the Humanities course provides "so much cocktail party knowledge." Although the committee does not favor introduction of the Columbia Humanities course it does propose certain reforms in Barnard's humanities' requirement. The report stated: "Six points should be drawn from fine arts, music, classical civilization, philosophy, and religion. Distribution should be encouraged in order to acquaint the student with as many fields as possible. To this end, we suggest the institution of a few additional courses in the above departments which may be taken for two points."

Under the new curriculum a student cannot fulfill one year of humanities by a combination of philosophy and religion but must take one year in either philosophy, religion or fine arts. Under the old curriculum a student could take all fourteen points of the group requirement in one subject or take courses in diverse fields to fulfill the fourteen

points. Science majors, in particular, who desire a broad base in the humanities, are hindered in this objective by the limiting humanities requirement and overloaded majors.

Several trends are noticeable in Barnard's curricular history. Since the beginning of the century there has been a lack of emphasis on the classical languages with increased interest in the romance and Germanic languages. The major has increased from nine points in 1905 to 18 by 1914, 24 by 1919, and 28 by 1926. There has been a change in the amount and kind of prescribed courses. From 1900-1926 there were specific courses which each student had to take but a great deal of freedom in the choice of electives. Under the "old" curriculum there were few specific courses and an attitude of "laissez-faire" as regards fulfillment of the group requirements. Under the new curriculum there are three specific courses—English, Modern Living and physical education—and five specific requirements which the student must satisfy within a limited range of courses. The "individualism" of the 1920's and '30's in fulfilling degree requirements contrasts with the "regimentation" of the "new" curriculum.

The tendency to increase requirements during the past twenty-five years has naturally lessened the number of elective points. In 1926, only one half of the points for the degree including the major and group requirements, were specifically required. In 1952, the minimum number of prescribed points, including the major, is 74, allowing only 46 elective points. The 46 points are further reduced by major requirements in excess of 28 points by certain departments and by the foreign language requirement which necessitates a student taking a second foreign language if she entered with only one.

Associate Dean Peardon, as chairman of the Faculty Committee on Instruction, believes the "new curriculum is too tight" and declares himself "increasingly in favor of flexibility." Referring to the limited course distribution of the Humanities requirement, he said: "Society today is more pluralistic in values and aims and less monolithic." He did not foresee "revolutionary" change within the next few years.

East Indian Curry

by *MARIAN CHURCHILL WHITE '29*

WELL, it's this way. The issue of the *Monthly* asking for choice recipes from New England alumnae reached our readers two or three days *after* our February deadline due to the Christmas mail rush. This means that as I write this, the northern alumnae don't even suspect yet that I want and need their help. When they do receive the magazine, of course, the mails will be choked with recipes for chowders, corn puddings, and maybe some good maple syrup concoctions, since sugaring-off time will be approaching up there. So wait just one more month, and you shall have a good assortment of northern delicacies. There's one already in hand, for a community clambake, which all by itself will be the making of your summer reputation.

Impressive Winter Meal

Meantime my grandfather's Mohammedan cook's East Indian curry dinner will be hurled out of the sleigh, to stave off the pursuing wolves just a little longer. Nothing could be better for easy and rather impressive winter entertaining, for it can be prepared ahead of time, is far from trite, and can cost as little or as much as you care to spend on a dinner.

Lay in, for each person to be served,

- 1 large cooking onion
- ¼ pound of any lean meat
- ½ cup any raw vegetable
- ¼ cup raw rice

and have on hand a box of the very best curry powder you can buy and any chutneys your local stores can provide. If you want to cut a wide swath, get a fresh cocoanut to grate for accompaniment to the curry. You ought to add a dish or two of jelly and one of pickles to the condiment tray, too.

Slice your onions and sauté them gently in a little fat in a big spider

or an iron pot. When they are transparent, mix one teaspoon of curry powder per person with enough water to make a smooth paste, and stir this in. If your family likes spiced-up food, use a little more curry powder. A really good curry makes the scalp prickle and the forehead grow moist, but not all Americans like their food that warm.

Add your meat, cut in small cubes. Beef makes a fine, standby curry and blends well with almost any vegetable. Veal, lamb, pork or chicken may be a bit fancier. Your own good sense tells you not to put in meat with too much character of its own, like smoked ham. Whatever your choice—and remember, tough cuts will be tenderized in this dish—do not commit the unpardonable crime of dumping in cooked leftovers of meat. A curry is too noble a dish to insult with the leavings of a former feast. Put your meat in raw, to add its own good juices to your curry. Stir it around. It will look terrible.

When the meat is lightly seared, add whatever vegetables you like. Some people always make curry out of lamb and peas. Nice, but they are in a rut. Equally good are wax beans, snap beans, limas, carrots, turnips, tomatoes, cucumbers, radishes, or a combination of any of them. Whatever my main vegetable I usually throw in a little shredded cabbage too, and often a sliced apple. Raisins go well with some combinations, too. Not too many—a handful. When you make a curry throw out your inhibitions, and live dangerously.

An Oriental Stew

To moisten this panfull, which looks attractive again by now, you can add plain water (ugh) or soup stock. Salt it lightly and let it simmer over a low fire for hours. Add liquid from time to time. You want your result thickened, but not scorched. When the meat is curry-colored clear through and tender to a fork; when

the liquid is like very thin whitesauce and not too plentiful; when all vegetables are thoroughly impregnated with spicy zip, turn out the fire. You can serve it at once, or that night, or the next day. Like a stew—and indeed, it is just an Oriental stew—it improves with age.

When you do serve it you need boiled rice. For this once, please ignore the nutritionists and do not cook your rice in a small amount of water. In India (and I have heard, in the rice-eating South too, where they know what they are doing) a handful of rice would be thrown into a gallon of boiling water. Use your biggest kettle, and have it boiling furiously when you add your rice. Each grain should revolve around and around in quantities of water, to come out distinct and fluffy. If you use enough water you'll hardly need to rinse the finished product with hot water. It will make a huge mound, on your biggest platter, and every kernel will be dry and individually distinct.

Neat Little Ball of Rice

Make a crater in this mound and fill it with hot curry sauce. Provide a bowl of the sauce for extra ladling when serving it. Serve it forth with all the accompanying relishes, jellies, chutneys and pickles that you can round up. The idea is that each person puts, around the edge of his plate, a bit of each condiment. Then he takes some rice and curry on his fork and nicks off a soupçon of jelly to go with one bite, of chutney to go with another, and so on. (In India he would make a neat little ball of the rice with his fingers, dip it in the curry, then in the chutney, and pop it into his mouth without losing a drop. You can try it if you want to.)

Next time use more curry powder.

What kind of recipes do you want next? Remember that the food editor is Marian Churchill White, at 13 Summit Avenue, Baldwin, New York.

College News . . .

SINCE the last issue of the *Alumnae Magazine* was published, two events of outstanding importance have taken place at Barnard. One of these was the first Vocational Conference ever to be held at the College, and the second was the Christmas season.

The actual Vocational Conference on November 19th was the culmination of weeks of planning and agitation and hard work on the part of *Ruth Houghton* and her entire Placement Office staff, of *Professor Donald Ritchie* of the Botany Department as chairman of the Faculty Conference Committee, and of a very capable group of students headed by *Mary Ann Armaganian*, '53.

The purpose of the conference was, in the words of the Committee, "to tell the productive citizens of tomorrow something of the desires of employers, of eurrent needs in employment, and of the benefits to be had from getting a general education before attempting specialization." To achieve this goal, the Committee had assembled a most formidable array of experts in almost every conceivable field of endeavor, all of whom gave of their time and attention for the better part of a day to the students who were interested in their respective ocupations. The arts, the professions, the sciences, the social sciences, business and personnel administration, government and politics, marriage and a career—all of these were covered. Such people as *Ordway Tead*, *Aline MacMahon* '20, *William Schuman*, President of the Juilliard School of Music, *Anne Freemantle*—these are but a few of the notables who taught for a day at Barnard. Students were given the opportunity to attend at least three lectures, and, since classes had been excused for the entire day, many students found it possible to attend more than their required quota. Thus they were able to acquire some specific information concerning job opportunities in several fields of interest to them.



Catherine Owens '37, commercial artist, (left) and Beatrice Laskowitz '50, museum aide, speak on "Art" at conference

Faculty News . . .



Mirella d'Ambrosio '55 and Della Maroldy '55 with children of faculty and staff at modern language clubs' Christmas party

So far, only the specific job-opportunity lectures have been mentioned. Excellent as they were, they in themselves were not too different from vocational programs scheduled through the year by other Eastern colleges. What made the Barnard conference different from the others was the panel discussion held in the gymnasium at 9:15 in the morning. Attendance at this assembly was required, and proof that the program was a complete success may be witnessed by the fact that the students as a whole had absolutely no complaint concerning the requirement. The panel discussion—"The Vocation and the Individual"—had as its moderator *Dr. Lyman Bryson*, of Teachers College and CBS fame, and the speakers were *Dr. Elizabeth Eckhart May*, Dean of Women at the University of Connecticut, and *Dr. Harold Taylor*, President of Sarah Lawrence College. Some very fine words and thoughts were spread abroad by these people, and while statements taken out of context are never truly adequate, nevertheless a few of them might prove interesting:

Dr. Bryson—Don't let your college become a stimulus rather than an education.

Remember that the man who gets the front page is not the man who *says* something important—it's the man who *is* important, no matter what he says.

Virtue doesn't necessarily bring success.

The only genuine characteristics of success are ability, hard work, and luck.

In youth, intelligence is too often a substitute for experience; in age, experience is too often a substitute for intelligence.

Dr. May—For most women, success is measured by a successful marriage. When she marries, she becomes a satellite—a nice state to be in if the original choice was a good one.

A home and a family constitute a full-time job for most women, but they should never be a full-time life-time job for any woman.

Dr. Taylor—I'm against personality and against success. When you are concentrating on either one or both, you are in danger of becoming a stereotype, and all stereotypes are repulsive.

It's important *not* to know when you're being successful.

Isn't it nice that you can have these commencement addresses *before* you graduate?

Mrs. McIntosh — Education should not be held in abeyance until 5:00 when your husband comes home and you must be attractive and witty for him and his friends, nor until you are forty and the worst of the child-raising struggle is over. Your education should be a vital part of the all-day everyday experience.

As stated above, it is rather unfair to quote such distinguished speakers out of context, but it may give the reader some idea of the calibre of the thoughts expressed. The students commented again and again upon the excellence of the panel discussion, stating that it was the perfect introduction to a most rewarding day. It would perhaps be rash to say that Barnard's first Vocational Conference was an *unqualified* success, but it was more than worthwhile enough to assure its being repeated through the years.

NOW for the Christmas season. It began quite early at Barnard; on Saturday night, December 13th, to be exact. On that evening the Christmas formal dance—"Winter Wonderland"—was held in the gymnasium. *John Juliano*, one of the stars of *The King and I*, was a most gifted guest of honor, and the gym never looked lovelier. The next afternoon was the occasion of the annual Residence Halls Christmas Tea, at which the faculty and the staff were plied with collation and carols. On Monday, the Music Club entertained with special songs, and Deutscher Kreis presented a Christmas play. The annual Christmas assembly, held on Tuesday, was particularly beautiful this year. *Mrs. McIn-*

tosh gave a most winning and thoughtful address, and the singing of the Columbia University Chorus, under the direction of *Mr. Jacob Avshalomoff*, was indeed a highlight. The annual Candlelight Service at St. Paul's Chapel was attended by many on Thursday.

Any discussion of the Yuletide season at Barnard would not be complete, however, without a special mention of a program which took place on Wednesday afternoon, December 17th, in the gym. For the first time in the history of the College (or at least in its recent history), *all* of the language clubs joined forces in presenting a Christmas Festival. The Alliance Française contributed a play, admirably directed by *Professor Helen Phelps Bailey*, '33. The Spanish and Italian clubs presented a play and a tableau, and Deutscher Kreis planned a program of carols. There were tables laden with the traditional Christmas cakes and cookies of each country; needless to say, these were well patronized by faculty and students, as well as faculty and staff children, who were special guests at the affair. All in all, the Festival was a rousing success, and it is to be hoped that it will be repeated again and again.

GIFTS totalling \$32,990 have been received by Barnard from the Lillia Babbitt Hyde Foundation, from the estate of Charles Webb, and from Mrs. Hyman Werner to establish three scholarship funds. The income from the Lillia Babbitt Hyde Foundation gift of \$25,000 is to be used for juniors and seniors at Barnard who plan to follow a career in the field of medicine as doctors, nurses, physical therapists, occupational therapists, or research and laboratory workers. The Gertie Emily Gorman Webb Fund of \$4,990 has been established from a bequest of the late Charles Webb. The income from the fund will be used for a scholarship for a student who will be nominated by the Barnard department of history. The Hyman Werner Scholarship has been founded by Helen Frankfeld Werner '06 in memory of her husband, Hyman Werner. The income from a fund of \$3,000 will be awarded annually to an able and deserving student at Barnard.

Chemistry's Helen Downes '14

by INEZ NELBACH '47

AFTER having spent the last two months digging copy out of the basement of Milbank Hall, we decided it was time for a change of pace—and locale. The subject of the first Faculty Profile—Professor Peardon—was in far too many places at once; the second subject—the English Department—had far too many profiles in one place (the average ratio of instructors to offices being roughly three-to-one); hence it was with a sense of relief that your scribe entered the faculty elevator and ascended to the celestial eyrie of the Chemistry Department—and specifically to the open-door office of Professor Helen Downes, '14, its chairman.

New York To Peking

Miss Downes' years at Barnard give her a special sort of perspective which is shared by very few of her colleagues. Not everyone can boast of four years of distinguished undergraduate work here, followed by many more years of distinguished teaching and research as an instructor, then professor, then head of her major department. But the fact that Miss Downes has enjoyed such a long-standing and intimate association with her College by no means should indicate that her interests are confined to Morningside Heights. This writer, largely by virtue of a distant relationship which Miss Downes whimsically (and sometimes regretfully) refers to as "some sort of cousin," has known for many years that the range of her interests includes upstate New York and Peking, China—and everything in between.

When Miss Downes left her native Oswego to come to the big city, it probably was with no realization that the path of a chemistry major at Barnard would lead her, by way of a one-year teaching job at Vassar, to almost six years of work in a country halfway across the world. Five

and a half years were spent in Peking, and six months in Gingling College in Nanking. Miss Downes found Gingling "very interesting, but not for long!" From the Orient she returned to a teaching career in the United States, and to Barnard in particular.

After many years of teaching at Barnard, with all the joys of research, the adventure of new materials to conquer, and the responsibility of guiding more and more chemistry majors on the way to satisfying jobs in the world of science, Miss Downes still feels that the biggest, most exacting, and most rewarding part of her work is the teaching of freshmen. It is quite an undertaking for a college in four short years to generate an enthusiasm for things scientific and to make use of it. However, Miss Downes has more than enough energy for such a task; after her freshman class she teaches biochemistry, the senior seminar, and still finds time to put the finishing touches to her book—*The Metabolism of Living Cells*—and to serve on practically every committee in the College.

University Research for Military?

Of current trends in science, Miss Downes found two rather disturbing. The first was a fairly noticeable falling off in the numbers of prospective scientists. Some experts have theorized that this decline might be traced to a growing reluctance on the part of high school and college students to become involved in the developing and perfecting of more and more instruments of world annihilation. If this theory is substantially correct, Miss Downes feels that there is a very great danger of the advance of technology in totalitarian countries—countries in which the experts are working *constantly* for the *state*, rather than *occasionally* for their *own* private interests. The other trend in contemporary science which Miss Downes finds particularly disturbing is the growing tendency to

place basic university research at the disposal of the military. In this way altogether too many scientists are spending valuable research time on the solution of specific but minor technical problems; Miss Downes would like to see "more people doing research, not because it is immediately useful, but because they're curious."

More Lab Space

The next few months will be extremely active ones for Miss Downes and for the rest of her department. The plans for the relocation and renovation of the laboratories in Milbank Hall are still more or less in a state of flux, but all indications seem to point to the simultaneous arrival of Spring and packing cases. All the equipment must be moved and stored—a job of mammoth proportions. But all the time and effort involved will be expended in a most welcome cause—"the acquisition, finally, of enough horizontal space to hold both the equipment *and* the students."

While all of this renovation is taking place, Miss Downes *may* be able to retire for the summer to her home in Yorktown Heights, a spot which she claims is noted primarily for roses, wild strawberries, and compost, but which this writer avows is one of the loveliest and most peaceful hillside homes she has ever seen. Here Miss Downes and her mother and assorted friends spend as much time as possible, but by the time September arrives "the call" is very strong, and Miss Downes hastens back to Barnard, which she terms the best of all institutions—a College which has an independent spirit, the most interesting of colleagues, and many of the advantages and none of the liabilities of a university. As she puts it, "Teaching at Barnard is a splendid way of spending one's life, and I have never known or seen anybody doing anything that's more exciting or more fun."

A GENTLEMAN in New York who reads "the magazine fairly often or if I happen to be home before my mother throws it out" says "frankly I am up in arms at your *How Barnard Lives* in the October issue. I spent a year on Guam, and believe me, madam, it ain't so. For one thing the Navy commissary is no more than ten miles away, and no more than a fifteen minute drive at most—the road is three or four lanes wide and there are good native stores—whoops—I should say stores run by Guamanians—no more than one mile at most from this lady's quarters.

In addition the capital city of Agana is only about three miles away and that has several excellent stores with fresh foods and staples.

The conditions aren't adverse—there is modern plumbing that works well, electricity, gas at fifteen cents a gallon and the states never more than four weeks away by airmail and parcel post combined, via the mail order catalogue or some doting relative. It just wasn't that bad!"

"I ENJOYED the recent article on Guam but find the yearning for things American and modern hard to understand. Unless we have every available gadget, we seem so upset. When I remember my first landing at Guam in 1936, nothing was more exciting than going down the ship's ladder and ashore in a small boat.

In comparison with 1948, when we docked as in New York or San Francisco, at a large modern concrete structure, I felt that something had been lost. Mrs. Collier would have found herself in a predicament when, as before World War II, refrigerated ships arrived once every three months!

I became infected by the tropics, to the point of finding them extremely exciting, even if not always *American*. My current work with Europeans leads me to believe that we may have something to gain if we are not too forceful about the superiority of our own ways.

I shall look forward to the next article in the series, for I find, as this letter proves, much interest in them."

Martha Jane Livesay '43
Lexington, Kentucky

GAY Enterprises, a career novel about cooking and baking professionally, by Marjorie Mueller Freer '32 has been published by Julian Messner Inc. of New York. Previous books by Mrs. Freer are *Roberta*, about an interior decorator, and *Showcase for Diane*, about window display work, both published by the same house. A fourth book, *Gifts to Make at Home*, published by Studio-Crowell the author describes as "something different in the how-to-line. It's a department store of quick-to-make and distinctive gifts all divided according to shops and all my original designs taking in about two dozen crafts.

"My husband, Howard Freer, designed the format of the book, did the layout, cover and finished illustrations. He is the author of the Studio-Crowell book *You Can Paint with a Pencil* (1951) which the Army chose this year for libraries of all overseas units."

THE *World of Eli Whitney* by Jeannette Mirsky '24 and Allan Nevins, Professor of History at Columbia, published by the Macmillan Company, has been chosen as the December selection of the History Book Club.

This modern study of a man whose ideas and inventions changed the whole industrial face of America utilizes many hitherto unpublished family papers. Wherever possible, Whitney's personal story—his dealings with Stiles, Jefferson, and Ful-

A FELLOWSHIP in geography has been established at Columbia University by the Society of Woman Geographers, a national organization of professional women active in geography and allied fields.

The Fellowship, valued at \$800, was announced by Professor John E. Orchard, professor of Economic Geography at Columbia, and by Mrs. Florence de Loisselle Lowther, '12, chairman of the New York branch of the woman's organization. It will provide for a year's graduate study by a qualified woman majoring in geography, and begins during the 1953-54 academic year.

The geography Fellowship was established because the Society of



Jeannette Mirsky '24

ton, his relationship with the fascinating widow of Nathanael Greene, his marriage to a granddaughter of Jonathan Edwards—is told in his own words.

"To most Americans," say the authors, "he (Eli Whitney, 1765-1825) has been reduced to an uncluttered statement found, in one form or another, in every history book: 'Eli Whitney invented the cotton gin in 1793.' Our book tells his story as completely as possible; it accords Whitney his place in the making of modern America. The core of this study is the collection of Whitney's papers which Eli Whitney's great-granddaughters have deposited at the Yale University Library."

Woman Geographers "believes that a greater knowledge of geography is of vital importance in America today and that the developing interdependence of all parts of the world gives to the geographer a special role. Trained geographers are needed in teaching, government, research, and business."

To qualify for the Fellowship, a woman applicant must be acceptable for admission to Columbia University under the Graduate Faculties.

Applications should be made to the Office of University Admissions at Columbia on or before February 20, 1953. Applicants will be notified of the University's decision on or about April 1, 1953.

College News . . .

THREE well-known college presidents and a prominent industrialist will be the speakers at the fifth annual Barnard Forum to be presented by Barnard College in co-operation with metropolitan alumnae groups of 34 colleges on Saturday, February 14, at the Waldorf-Astoria Hotel. President Millicent C. McIntosh of Barnard will preside at the Forum which begins with a luncheon at 12: 45 P.M., followed by the program at 2 P.M.

The four speakers who will talk on various aspects of the Forum theme, "Decade of Decision for Higher Education," are: Henry T. Heald, chancellor of New York University; Benjamin F. Wright, president of Smith College; Buell G. Gallagher, president of City College of New York; and Robert R. Young, chairman of the Board of the Chesapeake and Ohio Railway Company and of the Alleghany Corporation. They will discuss the problems to be encountered as the greatly-increased school population reaches college age, and of possible ways of meeting the challenge this offers.

Chancellor Heald will give the opening speech on "The Challenge of the 1960s: Today's Children Reach College Age." President Wright and President Gallagher will speak on "Our Educational Resources: How Will They be Developed?" from the viewpoints of the privately-endowed colleges and public higher education. Mr. Young will give the concluding speech on "Education: A Safeguard for Democracy."

Mr. Heald has been chancellor of New York University since February 1, 1952. Previously he had been president of the Illinois Institute of Technology for nearly twelve years. He was named president of the Armour Institute of Technology in 1938, and in 1940 became president of the Illinois Institute of Technology, which was formed by the consolidation of Armour Institute and Lewis Institute.

He is the member of several governmental advisory committees, including the Research and Development Branch of the Military Planning Division, the Scientific Man-

power Mobilization Committee of General Staff, and the Committee on Housing Research. He is deputy chairman of the Committee on Equipment and Materials for the Research and Development Board.

Mr. Wright took office as the fifth president of Smith College on July 1, 1949. He went to Smith from Harvard University where he had been chairman of the department of government from 1942 to 1946, and a member of the Harvard Committee which prepared the famous report, "General Education in a Free Society." As chairman of the Committee on General Education from its establishment in 1946 to 1949, he was largely responsible for putting the new curriculum into operation on an optional and experimental basis.

Mr. Wright is a graduate of the University of Texas, where he taught for three years before joining the Harvard faculty in 1931. In addition to his teaching at Harvard, he taught at two of the summer Salzburg Seminars on American Studies and gave the Lowell Lectures in Boston on "The Political Philosophy of the Federalist Papers." He has written several books and articles on American political theory and constitutional law. In 1952 he was named a member of the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching, and of the Woodrow Wilson Foundation.

Dr. Gallagher received the bachelor of arts degree from Carleton College and the bachelor of divinity degree from the Union Theological Seminary. Upon his graduation from the seminary, he was ordained as a minister in the Congregational Church. The following year he spent in the London School of Economics on a Fogg Traveling Fellowship. Columbia University conferred upon him the doctor of philosophy degree in 1939, his major field of study being education.

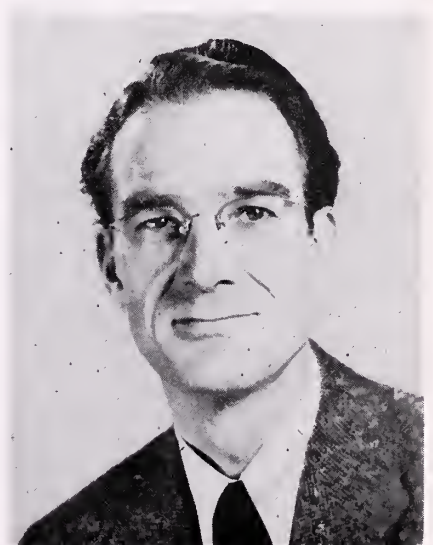
He has served as president of Talladega College (Alabama), 1933-43; professor of Christian ethics, Pacific School of Religion, 1944-49; and as a member of the staff of the United States Office of Education, 1949-1952. Prior to becoming Assistant Commissioner of Higher Education,



Dr. Henry T. Heald



Benjamin Fletcher Wright



Dr. Buell G. Gallagher

he served as Assistant Commissioner for Program Development and Coordination in the Office of Education.

Dr. Gallagher is a frequent contributor to educational and religious journals. His writings include three books: *American Caste and the Negro College* (Columbia University Press, 1938); *Color and Conscience: The Irrepressible Conflict* (Harper and Brothers, 1946); and *Portrait of a Pilgrim: A Search for the Christian Way in Race Relations* (Friendship Press, 1946).

Mr. Young is founder and chairman of the Federation for Railway Progress, in addition to his chairmanship of the Chesapeake and Ohio Railway Company. A Texan by birth, Mr. Young attended Culver Military Academy and the University of Virginia. His first job was that of a day laborer at 28½ cents an hour in the duPont powder factory at Carney's Point, N. J. After rising through the ranks of the duPont and General Motors organizations, he resigned his position as assistant treasurer of the latter in 1929

to become associated with Pierre duPont and John J. Raskob in their private investment company.

He was senior partner in Young, Kolbe & Co., members of the New York Stock Exchange, 1932-37. In 1937, with Allan P. Kirby, son of a co-founder of the Woolworth Company, he purchased the bankrupt Van Sweringen real estate, coal and railroad empire. He became chairman of the board of Allegheny in that year and chairman of the C. & O. board in 1942.

Young is noted for his efforts to improve railroad passenger service. His 1946 advertisement, "A Hog Can Cross the Country Without Changing Trains—But YOU Can't," attracted international attention and was shortly followed by the introduction of through, transcontinental Pullman service. He has contributed articles to numerous national publications, including the *Atlantic Monthly*, the *Saturday Review*, the *American Mercury* and the *New York Times Magazine*.

Mildred Uhrbrock '22 is representing Barnard on the General



Robert R. Young

Committee of the Forum, and Aileen Pelletier Winkopp '33 is a member of the Executive Committee.

Tickets for the luncheon and program are \$5.25, and for the program only \$2.00. Reservations may be made with Miss Jean Benson, 107 Barnard Hall, Barnard College, 3009 Broadway, New York 27, N. Y. Deadline for luncheon reservation is February 4.

Faculty News . . .

PROFESSOR Otto Luening was the guest moderator December 6 at the second in a series of concerts whose function is to help young composers find a public hearing for their work. The Composers Forum, as the series is known, will continue through next semester in McMillin Theater.

Richard Goldsand, concert pianist and a special instructor in the Barnard Music Department, received enthusiastic notices after his concert appearance in Carnegie Hall, November 25.

Professor Gladys Meyer has joined the conference committee of the Eastern College Conference on College Community Relations for Functional Education. Professor Meyer, a member of the original committee, will assist with plans for the 1953 Conference slated to take place at Vassar College in March.

Ruth Houghton, director of the Placement Office, was elected second vice-president of the Eastern College Personnel Officers Association at their annual fall meeting held in the Curtis Hotel, Lenox, Mass.

Barnard College may nominate

three faculty members for fellowships to be given during 1953-54 by the Fund for the Advancement of Education established by the Ford Foundation. A total of 250 fellowships will be awarded. They are available in the Humanities, Social Sciences, and Natural Sciences.

PROFESSOR Douglas Moore has been elected a director of the American Academy of Arts and Letters, according to an announcement made by **Paul Manship**, president. Dr. Moore has been president of the National Institute of Arts and Letters, parent-body of the Academy, for the past seven years. Membership in the Academy, limited to fifty, is given to further recognize the work of institute members.

DISTINGUISHED visitors from Germany, Japan, and Indonesia have visited Barnard during the past few weeks.

Dr. Liselotte Anders, the youngest member of the State Legislature in Hamburg, Germany, was a guest on campus December 10. Dr. Anders has come to America on an exchange program government grant to study

government courses and women's organizations. When she returns she will give one of the first courses in political science ever taught at the University of Hamburg.

Lady Yoshiko Ohtani, wife of Chief Abbot Kosho Ohtani, head of the Buddhist Shin sect at the Nishi Honganji Temple in Kyoto, Japan, was another recent visitor from abroad.

Mrs. R. Tirtaamidjaja, an Indonesian teacher visiting the United States to observe methods in education and schools and colleges for girls, visited several Barnard classes and was entertained at luncheon by the German Club.

JANUARY 1 marked the conclusion of 145 years of cumulative service by seven Barnard employees who retired on that day.

They included: **Mary Savage** of the dining room staff, who has been at Barnard since 1918; **Herbert Holder**, an elevator operator, who has been on the staff since 1920; **Mary Lyman**, a member of the dining room staff since 1921; **Fred Padmore**, a mailman since 1925 and others.

Club News . . .

Dallas

The annual luncheon for Barnard alumnae living in and near Dallas was held on November 8 under the chairmanship of Dr. *Mary Jennings* '21. Among those present who participated in the discussion of how to increase interest in Barnard in that area were: *Alice Cabana* Barcellona '18, *Megan Laird* Comini, '29, *Stephanie Zink Dobrin* '47, *Myra Serating* Gaynor '37, *Helen Bleibler* Hetherington '39, *Marjorie Pariser* Koppman '33, *Carol Rindler* Madison '47, *Mary Craig* Millis '18, *Mary Dunican* Pabst '34, *Susan Whitley* Sessions '38, *Mary Davis* Williams '44 and *Conchita Hassell* Winn '44.

Pittsburgh

On November 8 members of the Barnard College Club of Pittsburgh were taken on a conducted tour of the International Art exhibit. Later in the afternoon, *Rosemary Casey* '26, a Barnard alumna trustee, served tea at her home in Park Mansions.

Bergen

Ruth Houghton, the director of the Placement Office at Barnard, will be the Bergen club's guest speaker at a meeting on Thursday, February 26, in the Huffman and Boyle community room. She will discuss "Occupations for the College Graduate."

New York

The annual club Christmas party was held on December 17 in the club rooms of the Barbizon Hotel under the co-chairmanship of *Kate Eisig* Tode '27 and *Margery Eggleston* '10. *Hildegard Becher* '37 entertained the group by singing folk songs, *Josephine Paddock* '06 sketched portraits and *Ruth Coleman* Bilchick '26 led the carol singing. Everyone at the party contributed toys and warm clothing for distribution by *Anne Wilson* '12 to St. Luke's Social Service. The finale of the club's Christmas festivities was an egg nog party on December 27 held under the chairmanship of *Suzanne Cole* '44 and *Anne Modr* '50.

During January, club members were invited to a travel lecture and movie on January 7, a bridge and canasta party on the 17th and a junior party on the 25th.

Activities in February include a bridge party on the 4th, the 16th and the 28th; a film and lecture on the use of wallpaper on the 25th; the Barnard Forum on the 14th at the Waldorf Astoria at which the club has reserved tables for members.

Los Angeles

The Barnard College Club of Los Angeles County met at the home of Dr. *Helen Moran* Huff '27 on December 6. *Ruth Weill* '24, co-hostess of the party, introduced the guest speaker, *Elise de la Fontaine* '20, director of the Family Service Society of Pasadena.

Other members present were: *Edith London* Boehm '13, *Jessie Brown* '02, *Esther Anderson* Clark '39, *Helga Dreves*, '48, *Alla Shainin* Dunn '41, *Eva Glassbrook* Hanson '22, *Helen Goldstone* Kitzinger '23, *Nancy Chollat-Namy* Lenney '44, *Marie Coletta* Leyh '45, *Susan Schwartz* Martin '46, *Olive Moore* '19, *Rosalind Jones* Morgan '23, *Elinor Taylor* Oaks '19, *Bertha Van Riper* Overbury '96, *Hazel Plate* '06, *Margaret Kutner* Ritter '12, *Harriette Van Wormer* Stearns '28, *Marian Levi* Stern '20 and *Henrietta Swope* '25.

San Francisco Bay Area

During the 1952-53 year, club members have met twice for luncheon at the Women's City Club in San Francisco. At the meeting on July 31, *Jean Elder* '52 and *Nelda Herby*, who entered Barnard this fall on a Seven College scholarship, were the guests of honor. *Madeline Lake* Elder '28 told the group about a dance alumnae and alumni of Eastern colleges were planning to hold on September 3 for undergraduates attending Eastern colleges. *Nelda Herby* attended the party and later reported that it was a great success.

Westchester

A "What's My Line" program was held on December 7 at the home of *Edith Rose* Kohlberg '24. Panel members, chosen from the recent classes, included *Marian Morehouse* '50, *Muriel Magnusson* Spohler '50 and *Dorothea Ragette* '52. Among



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We would appreciate word from Hiawatha alumnae where and under what name to address them. Object: REUNION.

the contestants were *Elizabeth Carr Platte* '30, *Claire Murray* '38, who later led the group in carol singing, and *Ruth Cummings McKee* '39. *Elberta Schwartz Buerger* '31 was the hospitality chairman of the meeting.

Washington, D. C.

The December 2 meeting at Barnard-in-Washington, D. C. was a well-attended luncheon at the Restaurant, Aux Trois Mousquetaires with *Leora Dana* '46 as the guest of honor. She had just opened the night before in *Point of No Return* in Washington and expressed pleasure at having a Barnard welcome the following day. Her road engagement will take her cross-country, concluding in Los Angeles. Other Barnard clubs take note!

Brooklyn

Highlighting Barnard-in-Brooklyn's 1953 calendar of events will be the annual spring bridge, on Saturday, March 14, at the Barbizon Hotel for Women. A tea and sherry party in the Deanery on the Barnard campus will enable members to revisit College on Saturday, February 7. All members and friends of the club are invited to take part in these meetings.

Beatrice Laskowitz '50 of the Metropolitan Museum of Art staff presented, with colored slides, a talk on the "Christmas Story as Told in Art," at the Christmas party on December 17 at the home of *Eleanor Dwyer Garbe* '08. Santa (we suspect in the form of *Amalia Gianella Hamilton* '16) made his appearance with lots of surprises.

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Class News . . .

• '06

Died: *Isabelle Russell Byles*, one of the founders of the Teachers' Alliance and a teacher of English at George Washington High School, New York City, for twenty years until her retirement in 1950, on November 9. As an undergraduate, she was on the 1906 committee which helped to organize the first Greek Games. She was the author of numerous pamphlets, the most widely circulated being *Religion in the Home*.

• '09

Died: *Dorothy Jacoby Abraham* on May 6.

• '12

Died: *Mary Whelan* on May 5.

• '13

Died: *Lillie Reilly* in August.

• '19

In November the Ford Foundation granted \$200,000 to the Harvard Law School to support the research into the causes and treatment of juvenile delinquency conducted under the direction of Sheldon and *Eleanor Touroff Glueck*. The Glueck's present research, the latest in their twenty-five year series of studies, is a comparison between five hundred delinquent boys and five hundred non-delinquent boys. The boys were matched as to age, ethnic origin, environment, and general intelligence, and were then examined by a physician-psychiatrist, a psychologist, an anthropologist and social investigators.

Dr. *Erna Gunther*, while on a recent six months' leave from the University of Washington, where she is head of the department of anthropology, visited European museums seeking ethnographic collections made in the Washington area by the Cook, Vancouver and Spanish expeditions in the latter part of the eighteenth century. An article about her trip and her findings appeared in the December 7 issue of the *Seattle Sunday Times*.

• '20

The October 1 issue of the Boston, Massachusetts, *Christian Science Monitor* featured a profile of *Beryl Siegbert Austrian Olsher*, decorator of halls and lobbies, and founder of Intramural, Inc. Research on her last project, the lobby of Number Two Fifth Avenue, resulted in the "Washington Square Group," a series of wall coverings each with one paneled scenic depicting the environment of Washington Square in the early nineteenth century.

• '22

During October, *Alice Newman Anderson* gave two speeches. On October 8,

as the chairman of public affairs of the Pennsylvania Federation of Woman's Clubs, she addressed the Lehigh County Federation of Woman's Clubs. As state president of the American Association of University Women, she was the guest speaker at the north central neighborhood conference of the Pennsylvania division held at State College.

Leonie Adams, poetess, is one of the poetry judges for the 1953 Nation Book Awards. She is the only woman on the board of five judges.

• '25

Died: *Helen Dick* on October 15.

• '26

Nina Howell Starr and her husband, Nathan, who was awarded a Fulbright lectureship at Kansai Gakuin University in Osaka, Japan, for the academic year 1952-53, have an apartment in Nigawacho in a Japanese home. She has written us that "by using three kinds of fuel and stoves we expect to keep warm through all kinds of strikes and stoppages, of which there are many. . . . It seems that both electricity and gas stoppages (or 'holidays' as they are sometimes euphemistically called) are necessitated by the prolonged coal strike. We have been here just a month today, and already have had to adjust to four or five train 'holidays'. At these times there are no classes at Kansai University as neither professor nor students can get there."

She said that Lisa, her daughter and Barnard '55, has undertaken a weekly class in English at an Episcopal girls school in Kyoto. "She was told that there would be about 30 girls in the class. When she arrived there were at least 100! Luckily she brought a Hymn book with her, so the class consisted mostly of singing Christmas songs in English."

There address is 72 Nigawacho, 2 chome, Nishinomiya, Hyogo-ken, Japan.

• '29

Dorothy Shankroff has moved from Berkeley, California, to Ulpan Etzion, Baka, Jerusalem.

• '31

Dr. *Frances Markey Dwyer*, psychologist in the Syracuse University education department, was the guest speaker at the annual silver tea sponsored by the Onondaga County, New York, Council of Mother Clubs on November 21. She discussed "Three Agés Under One Roof."

• '32

Representing the Washington, D. C. headquarters of the League of Women Voters, where she is a member of the staff, *Christine Urban* met with the officers and directors of the Fremont, Nebraska, league on November 8.

• '33

Died: *Winifred Muller Grimm* on July 25. Her husband died on March 13.

• '34

Dr. Burton Shinnors, husband of *Hildegard Fitzgerald*, died this November. She and her five children are at 344 Linwood Avenue, Buffalo 9, New York.

• '35

At a luncheon on October 2 at the Indiana Club in South Bend, *Margaret Cuddy* was welcomed as the new director of the Indiana region of the National Conference of Christians and Jews by leaders of the organization in that region. Since 1947, she has been working with the N.C.C.J. as associate director of the Carolina region.

Nancy Craig is living at 21c Ashley Place, London SW, England.

• '37

Born: To William and *Mary-Jane Brown McCauley* their third child and second son, William Paul, on December 2. His sister, Jane Minton, is six years old and his brother, Richard Thomas, five.

• '38

Born: To Edward and *Annalouise Halter O'Rourke* a son, Edward J., 3rd.

• '40

Born: To John and *Louise Powell Burke* their third child, John Frost, on September 14. She has written the Alumnae Office that her husband "is stationed at the Carswell Air Field Base in Fort Worth, Texas, and we are living in a 'Wherry' housing development. We like Texas but find the 107 degree heat not to our liking so have dashed to Colorado Springs the past two summers. Got back one week before Frosty's arrival this past summer." Their two other children are Lou, 6½, and Jeanne, 2½.

To Victor and *Muriel Byer Petruzzelli* a son, Jerrold Francis, brother of Philip Sidney and Vicki Ann, three year old twins, on November 5. They are living at 343 Linda Way, Mill Valley, California, a suburb of San Francisco, where he is a shoe buyer at the White House.

"I wanted to announce the birth of two Peruvian-Americans, Janet Caroline Hay, 15 January 1951, and John Arthur Hay, 3 September 1952, second daughter and second son. . . . Both these later babies have been born in Lima, Peru. We are all in this country with the Overseas Operations Division of General Motors. We love it and I should certainly enjoy contacting any other alumna who may be here traveling through or permanently. Sincerely, *Janet Gowen Hay*."

• '42

Married: *Jean Hughes* to Latham W. Polk on December 6.

Born: To George and *Rosalie Geller*

Sumner their second child and son, John David, on November 14.

Also: *Marie Meath* is with the personal trust department of the Chemical Bank and Trust Company at their Rockefeller Center office.

• '43

Born: To Walter and *Margaretha Nestlen Miller* their second child and first daughter, Margaret Anderson, on November 30.

To David and *Sally Falk Moore* a daughter, Penelope Anne, on November 12.

Also: *Barbara Watson*, president and owner of Brandford Models, Inc., in New York City, participated in the second annual Fashion Fantasy in Pittsburgh,

Wanted: Iron Gates

NOW that we are the proud owners of a portion of 119th Street we want to seal the bargain with a set of iron gates. On the track of bargain gates is Barnard trustee *Iphigene Ochs Sulzberger '14* who has written to about forty real estate agents in Long Island asking them to be on the lookout for iron fences and gates on estates which are being broken up for developments.

"If the fence were sold," her letter tells them, "it would only bring the price of scrap iron, but if given to Barnard College, the item would be tax deductible for the full value of the gift." Campus optimists are hopeful that some enterprising real estate man who believes in carefully guarding education's future will produce clues to the much-wanted fence and gates.

Pennsylvania, a project for scholarship funds sponsored by the Beta Iota Omega chapter of Alpha Kappa Alpha Sorority.

The October issue of *Mademoiselle* included a story about Stanley and *Francine Salzman Temko*, both Columbia Law School graduates. They are now living in Washington, D. C., where he is with a private firm and she a legal assistant to a member of the NLRB. They have a three year old son, Richard.

In November, *Ellen Meuser* was appointed the director of placement of Wheaton College in Norton, Massachusetts. Before that she was with the personnel department of General Motors Corporation.

• '44

Born: To Robert and *Gloria Monahan McInerney* their third child and first son, Peter, on August 13. The McInerneys have recently moved to Pittsfield, Massachusetts, where he is establishing a prac-

One a Month!

The October-November issue of this magazine announced that four sets of twins had been born to four Barnard alumnae in the months of April, May, July and August. The June gap is now filled! On June 7, Christine and Marcia, sisters of five-year-old Joan, were born to Charles and *Marcia Van Derveer Henry '43*. Is there a sixth set for September?

tice as a specialist in internal medicine. Their address is 14 Endicott Street.

• '45

Married: *Marjorie Lerner* to Donald Atran on November 29.

Born: *Julia Fremon Biederman* has written us that "Karen Ann was born on April 14 and by now is cutting her fourth tooth. Our change of address is a 'we-dunnit-ourselves' project 30 miles out of St. Louis in the beautiful Ozarks. We have started with a 24' x 24' building which will eventually become the garage-utility-room, etc. after we build an adjacent house in years to come. The address: Cedar Hill Lakes, Route 2, Hillsboro, Mo."

To William and *Mary Louise Barrett* Birmingham their third child and second daughter, Kate, on November 6. Her sister, Moira, is two years old and her brother, John, one year old.

Also: Donald Hodges, husband of *Gabrielle Baptiste*, is now teaching philosophy at the University of Missouri, Columbia. A letter from her to the Alumnae Office says, "We came from Hobart College where my husband taught humanities and philosophy for 3 years and where I held an administrative post. Now I'm just a homemaker and enjoying rural life for the first time." Their address is R. D. 1, Fulton Road, Columbia.

Sally Good has returned from her two-year assignment in Germany as a librarian with the armed forces.

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"Teen Talk"—Tops!

Patricia Evers '46, writer of the "Teen Talk" column of the *World-Telegram and Sun*, won one of the five prize story awards made in November by the New York Newspaper Women's Club. Her story, "Want Summer Jobs, Teeners? Well, Go After Them," was chosen as the best article of special interest to women. Along with the award, she received a \$50 government bond and a hand-lettered parchment scroll.

• '46

Born: To Frederick and *Winniefred Drackett* Schumacher a son, Stephen Drackett, on November 12.

To Don and *Helen Doherty* Clark a daughter, Elizabeth Catherine, on November 27.

Also: *Francine Scileppi* Petruzzi is a copywriter for Montgomery Ward & Company, New York City. She will address the alumnae of Packer Collegiate Institute at their annual meeting on January 27th on "Public Relations as a Career."

Marjorie Honig Morton is a group worker at the Schenectady Y.W.C.A. doing part-time work with the home women's clubs and informal education classes for adults.

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• '47

Married: *Ruth H. Murphy* to John K. Walsh on September 20. She is the daughter of *Elizabeth Stack* Murphy '12.

Born: To Oscar and *Marilyn Mittelman* Check their second child and first daughter, Arlene Merle, on October 30.

To Nathan and *Charlotte Hanley* Scott a son, Nathan Alexander 3rd, on November 5.

To Daniel and *Miriam Gabin* Ekstein their first child and son, Matthew Dolger, on November 2.

Also: *Carol Lushear* is a secretary with J. Walter Thompson Company, advertising, in New York City.

Perry Fitch is now doing fashion coordinating and publicity at Reeves Brothers, Inc., textiles, in New York City. Last summer she toured Europe visiting France, Italy, Austria, Switzerland, Holland, Belgium and England.

• '48

Vivian Wyman Furer is an office assistant with the Women's City Club in New York City.

Doris Hoffman is assistant to the research associate on budgets of the Citizen's Committee on the Children of New York.

Rosalie Lo Curcio is a medical statistician at Memorial Hospital in New York City.

Betty Pobanz is associate editor of *ESPA*, the magazine of the Eastern States Petroleum Association.

• '49

Married: *Zoya Mikulovsky* to George Yurieff, a civil engineer, on October 25.

Madeleine Weigner to John I. Taeni, Ph.D. graduate from the University of Vienna, on November 6.

Genevieve Fisch to Richard H. Marcus on November 23.

Born: To John and *Eileen Howley* Higgins a son, Mark Howley, on October 12.

• '50

Married: *Gloria Litton* to Rafael del Rio in the spring of 1952. Their address is P. O. Box 767, Manila, P. I.

Betty Joan Mullen to Anthony R. Cosgrove, Lieutenant, United States Navy, on December 20.

Also: Langdon Clay, husband of *Ellen Robinson*, was appointed in October the director of education at Memorial Art Gallery in Rochester, New York. The Clays have moved to South Main Street in Fairport with their two children, Sandra and Daniel.

Emily Klein is now teaching algebra at the Bchpage, New York, School.

At Random House in New York City, *Myra Koh* Sobel is an editorial assistant.

Patricia Berlyn is a secretary with the Citizenship Education Project at Teachers College.

Marian Freda is an editor with the Carnegie Corporation.

Constance Collins is secretary to Rise Stevens of the Metropolitan Opera Company.

• '51

Married: *Gladys Bogat* to Michel Monnier. Their address is 4 Villa Madrid, Neuilly sur Seine, France.

Elizabeth Wade to James R. Boylan. They are living at 2329 Hudson Terrace, Fort Lee, New Jersey.

Born: To Lieutenant Arthur and *Barbara Grant* Sulzberger their second child, Karen Alden, on November 6. Karen is the granddaughter of *Iphigene Ochs* Sulzberger '14.

Also: *Joan Sprung* Dorff is now living at 2096-B North John Russell Circle, Elkins Park 17, Pennsylvania. Her husband, a lieutenant j.g., is in the supply corps of the U.S.N.R. and is stationed near their home.

Bernice Friedenthal is a secretary with the technical assistance board of the U. N.

Eleanor Lewis is studying at the Katharine Gibbs School in New York City.

For Butoni Foods, *Marisa Macina* is doing food research for radio commercials.

In New York City, *Karin Mattenklott* is a bi-lingual secretary with the Camera Specialty Company.

Mildred Scott is a secretary with the Country Gentleman magazine.

• '52

Married: *Leone Paltenghe* to Lieutenant Robert C. Lane on December 9.

Born: To Peter and *Louise Lindemann* Flusser a daughter, Janet Dorothy, on October 6.

Also: *Julie Cantrell* is assistant geologist with the Arkansas State Geological Survey in Little Rock.

Josephine Nelson is a secretary with the Tex and Jinx radio and television program.

Elizabeth Spencer is an admitting clerk in the office of the Deaconess Hospital in Boston, Massachusetts.

Ruth Levy Gottesman is an editorial and production assistant for *Gourmet Magazine*.

In the Folger Shakespearean Library in Washington, D. C., *Sara Sencindiver* is an assistant.

Ellen Schleicher is studying at Yale Law School.

Tatiana Harker and *Ruth Montgomery* are studying at the Katharine Gibbs School in New York City.

Joan Winston is a student at the London School of Economics.

Elwyn Gammell is a receptionist on the custom floor of Bergdorf Goodman, New York City.

Editor's Note: Do you open the Magazine to the class news section and then growl and say "There's never anything about my class!" If so please send some vital statistics about yourself to Pat Ludorf, class news editor. She's biting her fingernails, awaiting your reply.

Calendar of Events . . .

FEBRUARY

- 3—Tuesday—8:00 p.m.—First American Civilization lecture; see below.
- 4—Wednesday—8:00 p.m.—Barnard College Club of New York duplicate bridge party; Barbizon Hotel.
- 5—Thursday—5:30 p.m.—Editorial Board of the Alumnae Association supper meeting; deanery.
- 7—Saturday—2:00 p.m.—Barnard College Club of Brooklyn informal tea; Barnard deanery.
- 9—Monday—5:30 p.m.—Barnard College Club of New York board of directors meeting; Barbizon Hotel.
- 10—Tuesday—1:00 p.m.—College assembly; President McIntosh's report on the state of the College; Barnard gymnasium.
8:00 p.m.—Second American Civilization lecture; see below.
- 11 & 12—Wednesday & Thursday—4:00 to 6:00 p.m., Wednesday—12:00 to 2:00 p.m. and 4:00 to 6:00 p.m., Thursday—Fine Arts Club art exhibit; 409 Barnard Hall.
- 14—Saturday—12:45 p.m.—Barnard College Forum; Waldorf Astoria; see page 19 for details.
- 16—Monday—2:00 p.m.—Barnard College Club of New York duplicate bridge party; Barbizon Hotel.

- 17—Tuesday—8:00 p.m.—Third American Civilization lecture; see below.
- 25—Wednesday—8:30 p.m.—Barnard College Club of New York lecture and film on the use of wallpaper; Barbizon Hotel.
- 26—Thursday—8:00 p.m.—Barnard College Club of Bergen County meeting; Ruth Houghton, director of the Barnard Placement Office, guest speaker; Huffman and Boyle's community room; River Edge, New Jersey.
- 27 & 28—Friday & Saturday—8:30 p.m.—Junior Show; Brinckerhoff theatre; for further details contact the Alumnae Office.
- 28—Saturday—2:00 p.m.—Barnard College Club of New York campus bridge party; Barbizon Hotel.

MARCH

- 2—Monday—4:00 p.m.—Advisory Vocational Committee of the Alumnae Association conference on international relations; college parlor and deanery.
- 3—Tuesday—Fourth American Civilization lecture; see below.
- 10—Tuesday—2:30 p.m.—Alumnae Association board of directors meeting; college parlor.
8:00 p.m.—Fifth American Civilization lecture; see below.
- 13 & 14—Friday & Saturday—Barnard Alumnae Council; Barnard.

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How Civilized Is America?

Eric Larrabee
Editorial Staff, Harper's Magazine

Tuesday, February 10:

The Idea of the Home

Elizabeth Bowen
British Novelist and Critic

Tuesday, February 17:

International Sources of Modern American Poetry

John Malcolm Brinnin
*American Poet, Director of the Poetry Center,
New York YMHA*

Tuesday, March 3:

The Reconstruction of Literary Values

Henry Nash Smith
*Professor of English, University of Minnesota
Author of the Bancroft Prize-winner "The
Virgin Land"*

Tuesday, March 10:

Leisure: New Standards for Old

David Riesman
*Professor of Social Science, University of Chi-
cago. Author of "The Lonely Crowd"*

Wednesday, March 18:

American Liberalism

Arthur Schlesinger, Jr.
*Associate Professor of History, Harvard Univer-
sity. Author, critic and newspaper columnist*

This lecture series is part of a five-year program made possible by a grant from the Carnegie Corporation. All alumnae have been invited to attend. Reservations must be made in advance. For information contact the Barnard Public Relations Office, 107 Barnard Hall (Monument 2-8992)

Admission: \$1.00 Single Lecture, \$5.00 Lecture Series. All checks should be made payable to Barnard College.



THEIR FIRST SNOW

Raquel Arditti (left) of Montevideo, Buenos Aires, Argentina, and Lois Bruce (center) of Paia, Maui, Hawaii, both freshmen at Barnard, get their first taste of snow as they engage in a snowball fight on campus with Margaret Martinez, senior from Manhattan, who knows the rules.

